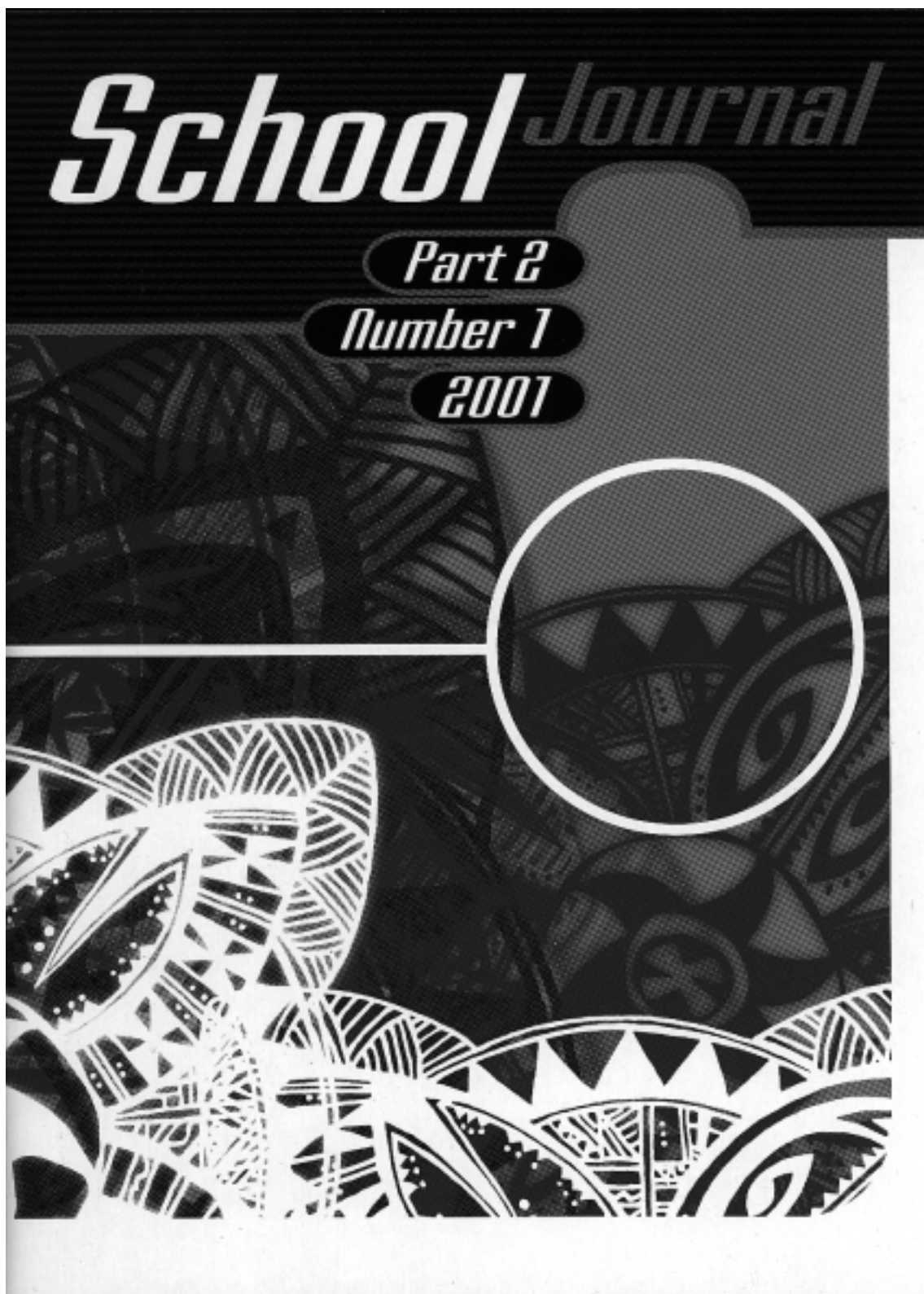


MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Teachers' Notes



Part 2

No. 1

2001

Contents

Title	Author	Text type	Page number
Fishing for Octopus	Feana Tu'akoi	story	6
Ginger: a story from the 1940s	Phyllis Johnston	story	8
The Missing Mermaid	Jill MacGregor	article	11
Te Papa Tongarewa	Te Aorere Riddell	article	13
Sleep Tight!	David Hill	article	15
Don't Be Silly!	Michael Wilson	play	17
Fishing	Alan Bagnall	poem	19

Acknowledgments

Learning Media thanks Sue Crichton, Jill Pease, Kay Jones, and Anne Girven for their work in preparing these notes for teachers.

The illustrations for "Ginger: a story from the 1940s" are by Debbie Tetlow; those for "Sleep Tight!" are by Clive Taylor; those for "Fishing for Octopus" are by Greg Broadmore; those for "Don't Be Silly!" are by Fraser Williamson; and that for "Fishing" is by Nic Marshall. The photographs for "The Missing Mermaid" are by Jill MacGregor, and those for "Te Papa Tongarewa" are by Michael Hall and Alan Marchant, Museum of New Zealand Te Papa Tongarewa. The original cover design is by Liz Tui with arrangement by Penelope Newman.

The photographs by Jill MacGregor copyright © Jill MacGregor 2001

The photographs for "Te Papa Tongarewa" copyright © Te Papa Tongarewa 1999

All other illustrations copyright © Crown 2001

Published 2001 for the Ministry of Education by Learning Media Limited, Box 3293, Wellington, New Zealand.

Website: www.learningmedia.co.nz

Copyright © Crown 2001

All rights reserved. Enquiries should be made to the publisher.

Item number 12828

Introduction

Why do we read? To satisfy curiosity?
To develop deeper understandings? To gain
specific information – or simply for enjoyment and
entertainment?

These teachers' notes are intended to help you to
encourage your students to use the *School Journal*
for all of these purposes. They provide a wealth of
detailed suggestions for using the Journals in your
class reading programme.

The notes should be used in close conjunction
with *The Essential School Journal*, *The Learner as a
Reader*, and *English in the New Zealand Curriculum*.

The Teaching Approaches

A classroom reading programme uses a variety of
approaches, including:

- reading to students
- reading with students
- reading by students.

These notes include ideas for using *School Journal*
material for all these approaches, with a particular
emphasis on guided reading.

For information on deciding which approach to
use with a particular journal item for particular
students, see *The Essential School Journal*, pages
12–15 and *The Learner as a Reader*, chapter 5.

Guided Reading

Guided reading is at the heart of the instructional
reading programme. In this approach, teachers
work with a small group of students to guide them
purposefully through a text.

Guided reading involves:

- selecting a purpose for the reading
- introducing the text
- reading and responding to the text
- extending students' word-level strategies
- discussion and, where appropriate, follow-up
activities.

These notes include suggestions for:

- selecting a focus for the reading and setting the
scene
- particular features of the text that could be
highlighted in discussion, including words and

concepts that may present challenges for some
students

- possible discussion points, learning experiences,
and follow-up activities, where these are
appropriate.

Possible follow-up activities are presented in
charts that provide suggestions for:

- relevant achievement objectives
- learning outcomes for students
- learning experiences for students.

Please note that these charts are intended only to
provide a range of suggested activities for you to
choose from or adapt to your students' particular
needs. The objectives and outcomes listed for
each activity are also intended only as suggestions.
You might choose to use a particular learning
experience for any one of a number of different
achievement objectives and learning outcomes,
according to the needs of your students.

Introducing the Text

The introduction should be brief. It should:

- make links with students' background
knowledge and motivate them to read
- highlight selected features of the text
- introduce in conversation any unfamiliar
names or potentially difficult concepts
- set a purpose for the reading.

Reading and Responding

Some texts can be read straight through; others
may need to be broken up, with breaks for
discussion. While students are reading the text
silently, you can observe their reading behaviour
and help any students who are struggling.
Students could be encouraged to identify (for
example, with a paper clip or Post-it sticker) any
words that cause difficulty.

Discussing the Text

This should be brief (a maximum of 10–15
minutes) and should not be a simple “question
and answer” session. Students should be
encouraged to think about their own responses to
the text and to consider alternative points of
view.

New concepts, vocabulary, and text features can be discussed in greater detail. Words that have caused difficulty could be discussed in the group. These notes list some words that have challenged students when the material has been trialled. You should not assume, however, that these same words will challenge your own students. Wait and see what comes out of the first reading. Students should be encouraged to use a variety of strategies to work out unfamiliar words. This is an opportunity to develop students' phonological awareness and skills. For example, in studying the context of the text, you could use a whiteboard to draw students' attention to letter clusters and letter-sound relationships, to break up words into syllables, or to discuss the meanings of words.

This is also a good time to look closely at language features if this is a focus for the lesson. For example, you could discuss features such as alliteration or use of similes or metaphors, and you could take the opportunity to expand students' own written vocabulary by pointing out interesting verbs or adjectives and synonyms for commonly used words.

Where appropriate, follow-up activities may be selected.

Selecting Texts: Readability

When you are thinking about using a *School Journal* item for a particular student or group of students, you can use the *School Journal Catalogue* or *Journal Search* to find its approximate reading level. These levels are calculated using the Elley Noun Frequency Method (Elley and Croft, revised 1989). This method measures the difficulty of vocabulary only and does not take into account other equally important factors affecting readability.

When selecting texts, you should also consider:

- the student's prior knowledge, interests, and experiences
- the complexity of the concepts in the item
- the complexity of the style
- the complexity and length of the sentences
- any specialised vocabulary
- the length of the item
- the density of the text and its layout

- the structure of the text
- the support given by any illustrations and diagrams.

It is important to remember that most of these points could constitute either supports or challenges for particular students, and all of these aspects should be considered when selecting the text and the approach to be used.

These notes give further information about some of the potential supports and challenges in particular *School Journal* items. They include information gathered through trialling the items with groups of students.

Developing Comprehension Strategies

Reading is about constructing meaning from text.

Using a guided or shared reading approach provides an ideal context in which to teach comprehension strategies, for example:

- using prior knowledge
- predicting
- inferring
- asking questions and seeking clarification
- summarising
- interpreting.

These notes suggest ways to develop these and other strategies.

Curriculum Links

These notes place particular emphasis on the English curriculum's achievement objectives for all three strands and the processes of exploring language, thinking critically, and processing information.

Where appropriate, links are suggested to key strands of other curriculum statements.

Suggestions for Further Reading

In some instances, related items from the *School Journal* or other Ministry of Education publications are listed. This will help you to suggest further reading or to plan theme studies.

Fishing for Octopus

by Feana Tu'akoi

Overview

A Tongan father takes his son fishing for octopus the traditional way while visiting Tonga. Cleverly woven into the story is the legend of the rat and the octopus. This is a fun, informative narrative with a humorous twist at the end.

Features to Consider in Context

- The unfolding of the legend about the octopus and the rat within the text
- The narrative structure of the text: the initial development of the setting and characters, then the introduction of a series of events leading to a problem with resolution
- The explanation of new ideas within the direct speech question-and-answer conversation of Sione and his father
- The use of colloquialisms and natural language patterns, for example, "Gross!", "Yeah, they're pretty sneaky all right", "Are you okay, buddy?"

Readability

Noun frequency level: 8.5–9.5 years

- The features outlined above could constitute either supports or challenges for individual readers.
- Any familiarity with legends and fables will be a support for the students.
- Fishing has a strong presence in New Zealand's culture, and many students will be familiar with the different elements involved with fishing, such as life jackets, bait, seeing the fish moving under the water.
- The detailed illustrations will be a support for many students in clarifying unknown elements, such as the lagoon and coral reef, the pule shell, and the octopus.
- Some students will find that their prior knowledge of Tonga and its language will support their reading, though other students will know little about Tonga and will be challenged by the language and cultural elements presented in this story.

- Some students may have difficulty with concepts such as the lagoon, the coral reef, an outrigger canoe, tourists, droppings.
- This story is quite long and, with a second cultural tale hidden within it, may present a challenge for some students.
- Words that some students may find challenging: "camouflaged", "slithered", "slimy", "sheepishly", the Tongan language mentioned above

Introducing Students to the Text

- Before handing out the texts, introduce the title and ask the students to each sketch an octopus. Then ask them to quickly sketch what they would use as bait to catch an octopus.
- After the students are given the texts they can check their predictions with the illustrations. If appropriate, discuss the features of an octopus with them.
- Ask the students where they think the story is set. Locate Tonga on a map.
- Discuss the illustrations, introducing the concepts of a lagoon, an outrigger canoe, and a coral reef.

During the Reading

- Break the reading at "It just doesn't make sense," he said" and discuss ideas about the Tongan way of fishing.
- Ask the students what they think the New Zealand way of catching octopus might be.
- Ask the students why they think that an octopus would go after a rat and chart their responses.
- Then have them read on to the end of the story.

After the Reading

Possible focuses for discussion

- “What reasons did the story give for why an octopus would go after a rat?” Compare the students’ responses now with the responses you charted earlier.
- “What is a legend?”
- Have the students work in pairs to retell why the octopus has small, brown spots on its head.
- As a group, mime and discuss, if necessary, the following words and phrases from the story: “grinned”, “laugh herself silly”, “furious”, “scary”, “slithered”, “sheepishly”.
- Ask the students to find where “Yeah, right,” and “Gross!” appear in the text and have them brainstorm other words and phrases that could be used instead of these quotes.

Suggested Activities

You could select from the follow-up activities below. Teachers may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Close Reading • thinking critically	• respond to meaning in the text.	• reread the legend part of the story and suggest a title for the legend.
Personal Reading	• select and read for enjoyment.	• read more fables and legends about animals.
Personal Reading Viewing and Presenting • thinking critically • processing information	• identify, retrieve, record, and present relevant information.	• in pairs, use the library or the Internet to research interesting facts about: the octopus, rats, Tongan food, coral. Share this information with the class.
Technology	• brainstorm ideas; • identify needs and possible difficulties; • plan and produce products.	• using natural material that they find in the school grounds, design and make either a rat to be used as bait when fishing for octopus or an outrigger canoe.

Links with Other *School Journal* Titles

“The Sunboy” 1.1.91; “Me and Jonah Lomu” 2.4.99; “Uenuku’s Gift” 2.3.99; “A Piggy Name” 1.3.90; “The Wolf and the Shrimps and the Rabbit” 1.4.90; “Why Pigs Snuffle in the Dirt” 1.5.91; “White Rabbit and the Sharks” 1.5.91; “Why the Rooster Crows So Early” 1.3.97; “What a Feast!” 1.2.97; “Fakalukuluku” 3.1.97

School Journal Catalogue Categories

Talking Animals
Fables

Traditional Stories
Tonga

Cross-curricular Links

Science: Making Sense of the Living World
Technology

Associated Websites

Find out more about octopus fishing
<http://www.spc.org.nc/coastfish/countries/Tokelau/octopus.htm>

Ginger: a story from the 1940s

by Phyllis Johnston

Overview

A story about rural New Zealand in the 1940s. Ginger is a special horse that two children ride to school. Then circumstances change: their family has to leave the district, and the horse is sold. The children worry that their special horse will be mistreated by the new owners.

Features to Consider in Context

- The structure of the text which is a recount told in the first person
- The use of both simple and compound sentence structures.

Readability

Noun frequency level: 8–9 years

- The features outlined above could constitute either supports or challenges for individual readers.
- Many students will be familiar with the experience of caring for pets.
- Many students will also recognise the familiar situation of difficulties in dealing with peers.
- The conventional sentence structures will be a support for the students, as will the vocabulary, which includes many familiar words and patterns.
- The text is a good, manageable length.
- The concepts of light work, ill-treatment, and jealousy will need to be clarified for many students.
- The differences in lifestyle between the forties and the present day will need to be explained to many students, for example, horses being used instead of motorised farm machinery, riding to school, having a school horse-paddock, the currency of the pound that was used in the forties, and the storekeeper delivering the groceries.
- Words that some students may find challenging: “polo”, “bridle”, “bit”, “buck”, “rump”

Introducing Students to the Text

- Ask the students how they get to school each day. Then ask them “How do you think that children would have got to school sixty years ago?”
- Introduce the title. Ask the students “Who do you think Ginger could be?”
- Ask the students “What do you know about riding horses?” “What equipment do you need?” Chart the students’ responses and then let them flick through the illustrations.
- Read the first sentence, “Ginger was a special horse”, and ask the students to predict why Ginger could be special. Then ask them to read the first four paragraphs (up to “He just trotted until Jane and her brothers were out of breath.”) to find out what really made Ginger a special horse.

During the Reading

- Clarify what made Ginger so special. Ask the students to find supporting evidence from the text.
- Identify what equipment the children in the story used when riding. Compare this with the list made by your students. You could also discuss the concept of light work at this stage.
- Read “Then Dad got sick. We had to leave the farm and live in town.” Ask the students to predict what will happen to Ginger before getting them to read to the end of the story.

After the Reading

Possible focuses for discussion

- “What happened to Ginger?” “Why did Jane and her brothers change in the way they treated Ginger?”
- “Have you ever been jealous?” “What made you jealous?” “How did you feel?”
- “Have you ever had to give up something that was precious to you?” “How did you feel?”
- Ask the students to identify the action verbs associated with Ginger’s movements – “gallop”, “trotted”, “walked”, “buck”, “nibbled”.

Suggested Activities

You could select from the follow-up activities below. Teachers may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Poetic Writing • thinking critically	<ul style="list-style-type: none"> clarify meaning in written text. 	<ul style="list-style-type: none"> make a series of thought bubbles for Ginger <ul style="list-style-type: none"> – as he waits at the farm gate, – when they were being chased, – when he is sold, – when he discovers who his new owners are.
Interpersonal Speaking and Listening • processing information • thinking critically	<ul style="list-style-type: none"> ask questions, listen, and interpret information. 	<ul style="list-style-type: none"> interview an older person, such as a grandparent or a local identity, on what school and home life was like when they were young. The students could use the ideas developed earlier in the class discussions of the story as a basis for their questions. The students will need to rehearse the interview first. Share the information with the class. Reread paragraph four (“Jane was in my class ... He just trotted until Jane and her brothers were out of breath.”). Role-play the incident of Jane throwing stones at Ginger. Choose a student to mediate between Jane and the narrator and their brother, Ken, with the group offering solutions.
Personal Reading • processing information	<ul style="list-style-type: none"> select texts for enjoyment and practise reading strategies. 	<ul style="list-style-type: none"> read other excerpts from stories by Phyllis Johnston and/or more stories about country life and life in the 1940s.
Interpersonal Speaking and Listening Expressive Writing • thinking critically • exploring language	<ul style="list-style-type: none"> talk about personal experiences; plan a recount to record personal experience. 	<ul style="list-style-type: none"> in pairs, describe an incident when people were mean to them. Together, prepare a recount that explains what happened.
Interpersonal Speaking and Listening Expressive Writing • thinking critically	<ul style="list-style-type: none"> interact with others in a group situation. 	<ul style="list-style-type: none"> as a group, talk about the part of the story that they liked the most and write down any questions they would like to ask the author.

Links with Other *School Journal* Titles

“Cow Chook” *Junior Journal* 21; “Waewae the Calf” 3.2.88; “Susan-Hoppy” 4.3.88; “She, Who Must be Obeyed” 4.2.84; “My First Aeroplane” 3.2.89; “The Scissors Man” 1.4.91

***School Journal Catalogue* Categories**

Country Life
Life in Other Times
Dilemma

Cross-curricular Links

Health and Physical Education: Relationships with Other People

Social Studies: Time, Continuity and Change

The Missing Mermaid

by Jill MacGregor

Overview

Room Fourteen make an unusual scarecrow to include in their school's scarecrow competition. They don't win the competition, but their happy mermaid scarecrow does win the certificate for the friendliest scarecrow. Then, after the competition, all the scarecrows mysteriously disappear from the school garden.

Features to Consider in Context

- The instructions for making a mermaid scarecrow that are embedded within the recount form of this article, for example, "... Then the children scrunched newspaper into balls and packed them carefully into the mermaid's body ..."
- The story being told mainly in the past tense, with instances of direct speech enlivening the recount, for example, "At home time, the children waved goodbye to Ariel. 'See you in the morning,' they called."
- The large number of compound words: "mermaid", "driftwood", "scarecrow", "semicircle", "seaweed", "classroom", "necklace", "runaway", "footprints", "caretaker", "playground", "anywhere", "lunchtime"
- The use of contractions: "she's", "there's", "I've", "won't", "couldn't", "didn't"
- The descriptive language, for example, "scrunched", "swirly, dried seaweed", "Her tail swished", "... a tangle of trampled plants".

Readability

Noun frequency level: 9.5–10.5 years

- The features outlined above could constitute either supports or challenges for individual readers.
- The students' knowledge of school procedures and the classroom setting and activities will help them as they read this article.
- Some students may have difficulty making the link between what they understand scarecrows to be and the mermaid that Room Fourteen created.

- Some students may also have difficulty grasping the inferences relating to who the scarecrows represent and where they each finally end up – Elvis, as Elvis Presley, the king of music, busking in a mall; Astroturf, as a space traveller, at the airport; Christian Cullen, the rugby football star, at a playing field; and the mermaid at the beach.
- Words that some students may find challenging: "posy", "bough", "concentrate", "busking"

Introducing Students to the Text

- Introduce the title, "The Missing Mermaid". Ask the students what details they would include if they were creating a Wanted poster for a missing mermaid. Chart their responses under the heading "Mermaid". Ask them to check the mermaid photographs from the text to confirm what details they should include in such a poster.
- Read the first three sentences together. Clarify with the students what a scarecrow is and where and what it is used for.
- Set a purpose for reading. Ask the students to read the first seven paragraphs (up to "... Her tail swished and her hair swirled.") to find out what Room Fourteen needed to make the mermaid.

During the Reading

- Discuss the above. List the items needed under the headings, "Mermaid Scarecrow", "What We Need".
- Direct the students back to the title. Ask them to predict why the mermaid scarecrow could be missing and where she might be found. The students could write down their predictions.
- Read to the end of the story to clarify the students' predictions.

After the Reading

Possible focuses for discussion

- Clarify predictions.
- Chart where the other scarecrows were found. Ask “Why didn’t the scarecrows stay in the garden?”
- Discuss two or three examples of compound words.
- Review the list of items needed to make the mermaid. Discuss with the students the form of writing that is usually used when instructing readers how to make something (procedural commands). Ask the students to reread the first two pages of the article to identify what

the Room Fourteen students did to make their mermaid. Chart the first four steps as instructions on strips of paper. These can be used later as part of the display.

- Cut paper towels into semicircles to use as mermaid scales.
- Dye or paint them orange and blue.
- Fold a large piece of paper in half.
- Get someone to lie down on the folded paper.

Draw the students’ attention to how instructions are set out as command sentences (imperatives) beginning with action verbs and following a sequential order.

Suggested Activities

You could select from the follow-up activities below. Teachers may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Transactional Writing Presenting • exploring language • thinking critically	• express meaning in a procedural text.	• as a group, finish writing out all the instructions for making a mermaid. Then they could follow their instructions and make the mermaid. Display both the instructions and the finished mermaid in the class.
Close Reading • exploring language	• identify compound words.	• locate and list instances of compound words in the text and think of further examples.
Viewing Presenting • thinking critically • processing information	• use a visual text to gain information; • combine words and images to make meaning.	• by themselves or in pairs, look at the illustrations carefully and design a Wanted poster for one of the other scarecrow characters.

Links with Other School Journal Titles

“How to Make Fish Puppets” 2.1.86; “Pantyhose People” 2.4.98; “The Seal Woman” 2.1.90

School Journal Catalogue Categories

Puppets

Cross-curricular Links

Technology

Science: Making Sense of the Physical World

Associated Websites

Mermaid picture galleries

<http://users.javanet.com/~frodo/merpics.html>

Te Papa Tongarewa

by Te Aorere Riddell

Overview

In this article, Heremia, Manaaki, and their grandfather visit Te Hono ki Hawaiiiki, the marae at Te Papa Tongarewa, and introduce the reader to the special treasures that they find there.

Features to Consider in Context

- The significant cultural beliefs that are introduced in the text, for example, the spiritual value placed on pounamu “That’s the mauri of this marae – the guardian,’ says Grandad ...”
- The easy, natural interlacing of Māori and English words, for example, “The amo are the people of this area, Ngāti Toa and Te Āti Awa.”
- The use of the timeless present tense.

Readability

Noun frequency level: 10–12 years

- The features outlined above could constitute either supports or challenges for individual readers.
- Some students will be able to recall recent experiences of visits to a marae to support their understanding of the features discussed in this article.
- Likewise, many students will have visited museums and will be able to relate their experiences to the description given in this article.
- The diagram of the wharenuī will help the students as they try to visualise the layout of the building.
- The article is a good length to maintain the students’ interest.
- The text incorporates a large number of Māori words that will be a support for those students conversant in the language but that will cause difficulties for those students who are unfamiliar with te reo Māori. A shared reading approach will help identify any difficulties with the language.

- Any students who have not yet visited a marae or a museum will be challenged by the ideas discussed in this article.
- The contrast between the modern marae described here and the traditional marae that most of the students will have experienced may confuse the students.

Introducing Students to the Text

- As a group, ask the students to recall their personal experiences of visiting a marae. Draw up and label the layout of a wharenuī based on the students’ knowledge.
- Revise Māori pronunciation using the title of the article and the characters’ names.
- Preview the photographs that accompany the text and have the students identify the ancient taonga that are shown there as well as tukutuku panels and kōwhaiwhai patterns.
- Explain that you will read the article together (use a shared reading approach), adding any new features to the diagram of the wharenuī that you created earlier as you read.

During the Reading

- Compare the diagram that your students constructed with the one provided in the article.
- Set a purpose for reading. “Find out why Manaaki felt the presence of the ancestors in the wharenuī”.

After the Reading

Possible focuses for discussion

- Discuss and clarify why Manaaki might have felt the presence of the ancestors (for example, the age of the building and the reminder of those who worked on it in the carving, tukutuku panels, and the kōwhaiwhai patterns).
- “Why do you think they all took their shoes off before they entered the wharenuī?”
- “Why does this wharenuī stand proudly?”

- Brainstorm with the students other man-made structures (a building or a monument) or natural features (such as a tree, a mountain, a lake, or even some large rock) that stand proudly in your local region. Encourage the students to justify their opinions.
- “What buildings in our community reflect the cultures of the people who live here?”

- Make a list of the taonga described in the article. “Why are these things considered to be special treasures?”
- Clarify the meaning of any words from the text that the students are unsure of, for example, “pātaka”, “waka taua”, “pounamu”, “Ngāti”.
- Discuss the purpose of a glossary and model how one would be arranged.

Suggested Activities

You could select from the follow-up activities below. Teachers may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Close Reading <ul style="list-style-type: none"> • exploring language • processing information 	<ul style="list-style-type: none"> • organise text in a way that clarifies meaning. 	<ul style="list-style-type: none"> • in pairs, construct a glossary of Māori words.
Interpersonal Speaking and Listening Close Reading <ul style="list-style-type: none"> • thinking critically • processing information 	<ul style="list-style-type: none"> • ask questions and locate, select, organise, and present information. 	<ul style="list-style-type: none"> • in pairs, investigate features of the local community that reflect culture and heritage (for example, street names, historic places, churches, or weekend events). Share their findings with the class.
Personal Reading Presenting <ul style="list-style-type: none"> • processing information 	<ul style="list-style-type: none"> • read a range of texts for information. 	<ul style="list-style-type: none"> • use the library, or the Internet or ask at home to find out more facts about a marae. Then they could contribute the new facts to a class information chart about the marae.
Interpersonal Speaking Listening to Texts <ul style="list-style-type: none"> • thinking critically • processing information 	<ul style="list-style-type: none"> • ask questions, listen, and interpret information. 	<ul style="list-style-type: none"> • arrange to visit a local marae or invite a kaumātua to come and speak to the class about the significant features of the local marae.

Links with Other *School Journal* Titles

“Birthday Party” 2.3.95; “My Uncle Leo’s Getting Married” 3.3.99; “A Visit to Tapu Te Ranga Marae” 3.2.90; “The Whispering Moon” 1.3.96

School Journal Catalogue Categories

Māori

Cross-curricular Links

Social Studies: Culture and Heritage
The Arts

Associated Websites

Te Papa – Mana Whenua
http://www.tepapa.govt.nz/communications/pr_manawhenua_eng.html

Te Marae O Te Papa Tongarewa
http://www.museum.co.nz/communications/pr_temarae_eng.html

The Whareniui
<http://www.culture.co.nz/expressions/whareniui/whareniui.htm>

Sleep Tight!

by David Hill

Overview

This article provides a fascinating insight into dreaming and what happens while you're asleep.

Features to Consider in Context

- The use of the timeless present tense
- The use of rhetorical questions to draw the reader in and stimulate curiosity
- The use of the second person: "you", "your", which encourages readers to interact with the text
- The use of short, simple, and compound sentences.

Readability

Noun frequency level: 8.5–9.5 years

- The features outlined above could constitute either supports or challenges for individual readers.
- All students will be able to relate their personal experiences of dreams and sleep to the discussion offered by this article.
- The text has been laid out in manageable chunks.
- You will need to clarify that the students understand the concepts of changing heart beat rates and electrical waves.
- Some students will also need help to understand the concept of foreign languages, but other students will find their prior knowledge of foreign languages a support in this instance.
- Words that some students may find challenging: "foreign", "saliva", "scientists", "electrical", "claimed"

Introducing Students to the Text

- Introduce the title. Ask the students if the title reminds them of any rhymes they know. Explain that this is an article about sleep. Ask the students what they expect to find in an article, e.g., factual text, photographs.
- Ask the students "What happens to us when we sleep?" Chart their responses.
- Revise strategies for word attack. "What will you do if you come to a tricky word?"
- Hand out the journals and preview the illustrations.
- Set a purpose for reading. Ask the students to find out anything else that happens when people sleep. Direct the students to read the first few paragraphs up to "... sleepwalking usually stops when you're older".

During the Reading

- Chart the students' responses to the question "What happens to us when we sleep?"
- Ask the students what else they want to find out about sleep and chart each student's question(s). Ask the students to finish reading the article.

After the Reading

Possible focuses for discussion

- "Who found an answer to their questions?" "What part of the article gave you the answer to that question?"
- "How could we find out the answers to these other questions?"
- Return to the original chart of "What happens to us when we sleep?" and add any further ideas that the students may have learnt from reading the article.
- Allow time for the students to discuss with each other personal experiences of dreams, sleepwalking, sleep talking, etc.

Suggested Activities

You could select from the follow-up activities below. Teachers may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Personal Reading • thinking critically • processing information	<ul style="list-style-type: none"> select texts; read for enjoyment and information; practise reading strategies. 	<ul style="list-style-type: none"> read a range of fiction and non-fiction texts about sleep and dreaming.
Close Reading Transactional Writing • processing information	<ul style="list-style-type: none"> identify, select, organise, and present information. 	<ul style="list-style-type: none"> using the questions and answers that were developed by the students, make an Interesting Facts chart about sleep.
Expressive Writing Presentation • processing information	<ul style="list-style-type: none"> record and present information. 	<ul style="list-style-type: none"> each keep a diary for five nights, recording the number of hours they have slept each night and then plot their diary numbers into a personal graph. As a group or a class, students could take the information from their individual graphs and make up a group graph to plot the average number of hours slept each night for the five nights. record any dreams they can remember in a separate column on their graph and then amalgamate all the dreams onto the group graph.
Interpersonal Speaking and Listening Viewing and Presenting	<ul style="list-style-type: none"> communicate ideas using verbal and visual features. 	<ul style="list-style-type: none"> after discussion in the group, mime, write, or paint about an interesting dream that someone recently experienced.

Links with Other *School Journal* Titles

“Sleepy Koalas” 1.5.99; “Happens to Everybody” 2.4.96; “The Dream” 2.1.88; “The Shadow-man” 3.2.91; “The Last Little Woolly Lamb of Sleep” 2.4.91

School Journal Catalogue Categories

Dreams
Caring for the Body

Cross-curricular Links

Health: Personal Health and Physical Development
Science: Making Sense of the Living World

Associated Websites

Dreams Are Slippery Things – resources for teachers
<http://www.lyricalworks.com/dreams/dream.htm>

Don't Be Silly!

by Michael Wilson

Overview

In this play, it's Mother's Day, and a family devises some ingenious ways to distract their mother and stop her from going to the kitchen, where a treat is being prepared for her.

Features to Consider in Context

- The use of natural, everyday speech in minor sentences, sentence fragments, and natural exclamations ("Aaaaargh!" "Sorry, Mum." "Scared? What of?" "Help!" "Too late. Look!" "Uh-oh!")
- The elements of comedy and humour
- The opportunities for sound effects using onomatopoeia and simple props.

Readability

Noun frequency level: 8.5–9.5 years

- The features outlined above could constitute either supports or challenges for individual readers.
- The play takes place in the family home setting, which will be a support for all the students.
- The natural speech patterns and the vocabulary used will be within most students' reading experience.
- The minor and simple sentences will be an encouragement for most students.
- The dialogue needs to be delivered at a snappy pace for maximum effect, and some students could have difficulties keeping up with the speed of the exchange of dialogue.
- The students will need to be careful to match the appropriate intonation to the punctuation, for example, "Scared? What of?"

Introducing Students to the Text

- Talk about giving someone a surprise, for example, buying someone at home a birthday present or arranging a surprise party. "How can you keep it a surprise?"

- Encourage the students to describe family situations that have involved surprising someone.
- Introduce the title of the play and suggest that the students read the play silently to discover why the author chose this title.

After the Reading

Possible focuses for discussion

- "Why do you think the author chose this title for the play?"
- "Did you enjoy this play?" "Why/why not?"
- "What was the surprise?" "How did they stop Mum from going to the kitchen at first?"
- "What else happened that helped stop Mum from going to the kitchen?" Have the students discuss what sound effects were used and chart their responses. Explain that sound effects include all on-screen and off-screen noises except for dialogue and music.
- "What sound effects can be made by the voice?" "What sound effects require props?"
- "How do the stage directions help?" "Why are they printed in italics?"
- "Do you need to dress up for this play?" "What would be a suitable way to present this play?"
- Practise reading the play aloud, adapting a Readers' Theatre technique:
 - provide photocopied texts and highlighter pens for each student
 - allocate roles
 - decide whether a narrator is needed, perhaps to read some of the stage directions
 - have group members highlight only the dialogue of their own part
 - read the play aloud several times to practise fluency, cueing, and intonation. Add actions and sound effects, noting the stage directions.
 - Performance is optional, but a certain standard should be expected if performing for an audience.

Suggested Activities

You could select from the follow-up activities below. Teachers may need to work with the group for some activities.

Suggested Achievement Objectives	Learning Outcomes <i>Students will be able to:</i>	Learning Experiences <i>Students could:</i>
Close Reading Viewing and Presenting • thinking critically	<ul style="list-style-type: none">• respond to meaning and ideas using intonation and drama.	<ul style="list-style-type: none">• adapt the technique of Readers' Theatre, to practise reading on cue and with expression;• practise reading the play and following stage directions;• perform the play for the class.

School Journal Catalogue **Categories**

Humorous Plays
Family Life
Parties

Cross-curricular Links

Health: Relationships with Other People

Associated Websites

Mother's Day
<http://www.theholidayspot.com/mothersday/history.htm>

Fishing

by Alan Bagnall

Overview

An imaginative two-verse poem that describes fishing next to a mermaid. A simple rhyming link occurs between the verses – “side” from the first verse and “tide” from the last verse.

You may prefer to use this poem in a wider poetry unit or simply allow the students to read it silently to themselves.

Associated Websites

Safe Fishing

http://www.watersafety.org.nz/wateractivities_frame.html